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ABSTRACT

In an attempt to identify the characteristics of the effective urban teacher, 12 teachers each from Connecticut, Delaware, New Jersey, New York, and Pennsylvania were selected to work with a small team of state education agency personnel, to list these teacher characteristics, and to recommend various reforms at all levels of the educational system. The teachers completed an extensive background questionnaire and were also interviewed. The data obtained were used to compile several summary documents including a Delphi survey form. The form was used to determine which of the general recommendations would have the support of most of the participants and which would have the most impact on urban education if implemented. These summaries are included in the document. A second conference was held during which teachers prepared specific recommendations in five critical areas: human relations, in-service, curriculum goals and reforms, evaluation and supervision of teachers and administrators, and preservice education. The resulting specific recommendations, the background information, the teacher profile, and interpretative documents were to be presented to the chief state school officers in May 1971, and each state was also expected to act on other applicable recommendations. (MBM)

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INTERSTATE PROJECT

FOR

STATE PLANNING

AND

PROGRAM CONSOLIDATION

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THE URBAN TEACHER

A PRELIMINARY REPORT

MAY 5, 1971

SP005 610

ESEA TITLE V-505

INTERSTATE PROJECT
FOR STATE PLANNING
AND PROGRAM CONSOLIDATION

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SECTION I

INTRODUCTION

PROJECT ABSTRACT

In April, 1970, the chief state school officers of Connecticut, Delaware, New Jersey, New York and Pennsylvania met to select from among six major urban education topics a single priority problem for regional investigation. Their common concern became the "Effective Urban Teacher".

The project coordinators later posed some urgent questions concerning urban teachers: Why are new teachers who come into urban areas unaware of the problems of the city? What must happen to make more urban teachers more effective? What role can state education agencies play in the improvement of the overall effectiveness of urban teachers? In order to obtain first person, valid answers to these questions and to develop a profile of an effective urban teacher, a conference of identified effective urban elementary teachers was planned. Each chief state school officer requested superintendents of selected districts to release one or several teachers for a three-day conference in Newark, New Jersey in November, 1970, and, as a result, twelve teachers from each state were nominated according to criteria designated by their individual school districts.

Seriously considering project director John L. Kennedy's charge to "Tell us why you are effective and how we can help others to be like you," the teachers at the conference worked in informal discussion groups with a small team of state education agency personnel. They then reported their conclusions to the entire group, which included several chief state school officers and many district superintendents, by listing the characteristics of effective teachers and by recommending various reforms at all levels of the educational system.

The teachers had been requested to complete an extensive background questionnaire before attending the conference, and during the conference they were extended a personal interview. The data obtained from the use of the questionnnaire and interview instruments and the conference reports were used to compile several summary documents, among them a Delphi survey form which was distributed to all participants. Its purpose was to determine which of the general recommendations presented at the conference would have the support of most of the participants and, in addition, would have the most impact on urban education if implemented.

Based on this information, a second effective urban teacher conference was held on March 21 – 23, 1971, during which the teachers prepared specific recommendations in five critical areas. Forty-eight of the formerly identified teachers attended this second conference and worked in one of five special interest groups: pre-service education; inservice education; evaluation; goals and curriculum and human relations. The resulting specific recommendations, the background information, the teacher profile and interpretative documents will be presented to the chief state school officers on May 7, 1971, for their collective action determination. Each individual state is also expected to act on other applicable recommendations.

PROJECT MILESTONES

EVENT	*DATE(S)*
Chief State School Officer's Meeting – Harrisburg	April 2–4, 1970
Project Representative Planning Meeting – Hartford	July 16, 17, 1970
Project Representative Planning Meeting – Newark	Sept. 17, 18, 1970
Initial Conference – "Effective Urban Teachers" – Newark	Nov. 8–10, 1970
Project Representative Meeting – Conference Analysis and Proposal Preparation	Dec. 3, 4, 1970
Submit Continuation Proposal – 1971	Dec. 16, 1970
Project Representative Meeting – Data Analysis and Conference Planning	Feb. 18–20, 1971
Second Conference – "Effective Urban Teachers" – Newark	Mar. 21–23, 1971
Project Represenative Meeting – Conference Follow-up (Finalize Report)	April 22, 23, 1971
Disseminate Preliminary Report – "The Urban Teacher"	May 5, 1971
Chief State School Officers Meeting – Delaware	May 7, 1971

SECTION II
THE EFFECTIVE URBAN TEACHER

A PROFILE

Unheralded, unsung, almost unnoticed–paradoxically this has been the inauspicious fate of the effective urban teacher. Yet this group, silently at work, holds great hope for the great educational and human problem in today's America–the urban problem. Perhaps it is their zeal for their work, students, and community, which prevents their seeking special attention. And what attention they do seek is help for their students and community. But viable solutions to "dying" cities are too valuable to remain secluded. Thus this paper's purpose is to identify this new breed of teacher which seems to be emerging to combat a new breed of problem.

What kind of person is this effective urban teacher upon whom so much depends? One way to learn about these particular teachers is to examine professional literature wherein committed educators describe needed characteristics of effective urban teachers, particularly their personality traits which tend to predicate what teaching processes they will employ. And finally a profile will be constructed based upon characteristics of the 58 effective urban teachers who attended the Five State Conference in Newark, in November 1970. If the literary profile closely resembles the actual living "conference" profile then a certain validity might be assumed about who the effective urban teacher is, and what seems to make him effective in the urban milieu.

The literature suggests that urban teacher effectiveness is highly related to those teachers who volunteer for urban assignment. Apparently such teachers are willing to take necessary risks–to dare to do what they know needs to be done. The literature suggests a cluster of personality traits related to this spirit of volunteering. Such an urban teacher is likely to be emotionally and physically mature, girded with physical stamina. This teacher projects interest and enthusiasm; he is innovative, yet stable; imaginative, rather than pedantic. His objectivity and self-understanding keep the teacher from feeling threatened amidst a constant flow of pressures. He is loyal to his school while at the same time holding out constructive criticism for it. Perhaps the effective teacher has been educated in an urban or disadvantaged context–or he might well be. Along with a moderate amount of teaching experience he has obtained sensitive social and psychological insight into the urban situation.

Professional literature presents teaching processes which are not inconsistent with the teacher's personality traits. This innovative, sensitive, yet stable urban teacher must be one of high commitment in a variety of professional and personal interactions in the school and community–just as the effective urban teacher might well be a volunteer for urban teaching, so must he be willing to enter challenging, demanding teaching processes. To be effective he must be guidance minded and diagnostic in approach to students. These teachers must know and challenge each student according to his capability–using remediation or enrichment procedures as needed. The teacher must know how to use instructional material, how to use the arts as stimulants. In his individualization he must be able to use appropriate small group work, and to use programmed learning.

The above traits briefly profile what the effective urban teacher should be according to the professional literature. The following self-descriptions of effective urban teachers at the Five-State Conference at Newark tend to follow in life the more literary projections above.

The typical effective urban teacher at the conference had volunteered to teach in the urban system. These teachers indicated physical stamina, rarely being absent from school because of illness. The majority stated that some portion of each weekend was taken up with school-related work, and that from one to three hours a week were spent in work with parents. Almost all these effective teachers were involved with work in various community agencies. They stated enthusiasm for their work and received greatest satisfaction from pupil growth. They themselves indicated a high level of interest in continuing their own professional educational advancement through further study of their own.

The effective teachers at the conference showed teaching traits similar to those postulated in the literature also. The majority of these effective urban teachers had developed special innovative programs within the last three years, and they indicated a willingness to attempt other such experimental projects in the future.

They reported a very pupil-oriented teaching philosophy. The teachers found ways to assign roles of responsibility to share with individual students and with small groups. In spite of innovative practices they might use, the effective urban teachers retained certain routines and standards to which the students were expected to conform. The teachers tried to teach their pupils how to share, how to respect themselves and others, how to develop individually in a social context.

These successful urban teachers tend to use every teaching material available and were constrained only by the limited amount available. They relied on original materials when possible. Even so they are optimistic about their students and educational changes necessary in urban schools.

They felt they were well acquainted with the problems of their students, the parents and the community. Most of the teachers felt the need for curriculum reform coupled with new methods. They projected a feeling that better selection methods should be devised for obtaining more effective urban teachers. They indicated that in-service and preservice education should be vastly improved, with greater concentration in each case on clinical experiences.

Thus there seems to be a merging of the literary profile with the actual clinical or conference profile of who and what the effective urban teacher is. Such a typical effective teacher is youngish, physically strong and emotionally secure. He has breadth of cultural sensitivity and is greatly committed to helping each child grow. He has a somewhat bold stability to carry himself, his students, school and community forward into the mainstream of the times. He wants well for everyone, himself and those about him. He realizes it is an uphill journey and the load is heavy and the time is short.

TEACHER QUESTIONNAIRE
A SUMMARY

(Score Totals Per Category)

1. Which State do you represent at this conference? (Mark one)

101 (12) Connecticut
102 (12) Delaware
103 (12) New Jersey
104 (12) New York
105 (10) Pennsylvania

2. You are: (Mark one)

106 (42) Female
107 (16) Male

3. Where were you born? (Mark one)

108 (11) Community you teach in
109 (16) State you teach in
110 (13) Northeastern State
111 (15) Southern State
112 (3) Midwestern State
113 (0) Far Western State
114 (0) Another country (specify) _____

4. Which of the following racial or national origin groups best describes you? (Mark one)

115 (0) American Indian
116 (27) Black
117 (31) Caucasian
118 (0) Oriental
119 (0) Spanish-surnamed American (Cuban, Puerto Rican or Mexican descent)
120 (0) Other (specify) _____

5. When were you born? (Mark one)

121 (0) 1896-1900
122 (0) 1901-1905
123 (1) 1906-1910
124 (3) 1911-1915
125 (1) 1916-1920
126 (8) 1921-1925
127 (5) 1926-1930
128 (12) 1931-1935
129 (12) 1936-1940
130 (13) 1941-1946
131 (3) 1947-1950

6. What is your present marital status? (Mark one)

132 (17) single
133 (35) married
134 (0) separated
135 (6) divorced
136 (0) widow or widower

7. How many children do you have in your own family? (Mark one)

137 (28) none
138 (9) one
139 (6) two
140 (8) three
141 (1) four
142 (1) five
143 (1) more than five

8. How many children in your family are of school age or pre-school age? (Mark one)

144 (29) none
145 (8) one
146 (7) two
147 (5) three
148 (0) four
149 (0) five
150 (0) more than five

9. How many of your own compulsory school-age children attend the following type of school? (Mark one)

151 (18) public
152 (2) parochial
153 (5) private

10. If financial conditions were equal for all, in which type of school would you place your children if given a choice? (Mark one)

154 (35) public
155 (5) parochial
156 (6) private

11. Do your own compulsory school-age children presently attend school in an urban area? (Mark one)

157 (13) yes
158 (10) no
159 (0) some do

12. Which category best represents your current salary? (Mark one)

160 (0) Less than $6,000
161 (2) $7,000 – $7,999
162 (7) $8,000 – $8,999
163 (9) $9,000 – $9,999
164 (18) $10,000 – $10,999
165 (11) $11,000 – $11,999
166 (3) $12,000 – $12,999
167 (2) $13,000 – $13,999
168 (5) More than $14,000

13. Which category bests represents your current total family income? (Mark one)

169 (0)	Less than $6,000	174 (6)	$11,000 – $11,999
170 (1)	$7,000 – $7,999	175 (2)	$12,000 – $12,999
171 (3)	$8,000 – $8,999	176 (2)	$13,000 – $13,999
172 (5)	$9,000 – $9,999	177 (29)	More than $14,000
173 (6)	$10,000 – $10,999		

14. Where were your parents born? (Mark one)

178 (49)	both in the United States
179 (4)	one in the U.S. and one foreign born
180 (5)	both foreign born

15. How many years have you been a teacher? (Mark one)

181 (1)	1 year	186 (19)	6–10 years
182 (4)	2 years	187 (8)	11–15 years
183 (2)	3 years	188 (3)	16–20 years
184 (3)	4 years	189 (2)	21–25 years
185 (4)	5 years	190 (2)	26 years or more

16. How many years have you taught in your present school system? (Mark one)

191 (3)	1 year	196 (15)	6–10 years
192 (6)	2 years	197 (13)	11–15 years
193 (3)	3 years	198 (2)	16–20 years
194 (3)	4 years	199 (2)	21–25 years
195 (11)	5 years	200 (0)	26 years or more

17. How many years have you taught in your current school? (Mark one)

201 (7)	1 year	206 (16)	6–10 years
202 (7)	2 years	207 (6)	11–15 years
203 (6)	3 years	208 (2)	16–20 years
204 (6)	4 years	209 (0)	21–25 years
205 (6)	5 years	210 (0)	26 years or more

18. In how many different schools in your present school system have you taught? (Mark one)

211 (32)	one school	214 (1)	four schools
212 (13)	two schools	215 (0)	five schools
213 (6)	three schools	216 (4)	six or more schools

19. Do you presently teach in more than one school in your system? (Mark one)

217 (3)	yes	218 (55)	no

20. **Your father's MAJOR lifetime occupation? (Mark one)**

219 (1) education
220 (5) professional (other than education), or scientific
221 (1) managerial, executive, or proprietor of large business
222 (9) small business owner or manager
223 (3) farm owner or renter
224 (4) clerical or sales
225 (13) skilled worker or foreman
226 (7) semi-skilled worker
227 (6) unskilled worker or farm laborer
228 (7) other (specify) _____

21. **Your mother's MAJOR lifetime occupation (other than home manager)? (Mark one)**

229 (22) none
230 (6) education
231 (2) professional (other than education), or scientific
232 (1) managerial, executive, or proprietor of large business
233 (7) small business owner or manager
234 (1) farm owner or renter
235 (6) clerical or sales
236 (3) skilled worker or foreman
237 (3) semi-skilled worker
238 (4) unskilled worker or farm laborer
239 (3) other (specify) _____

22. **Your father's highest educational attainment? (Mark one)**

240 (3) no formal education
241 (11) some elementary school
242 (6) completed elementary school
243 (13) some high school, technical school or business school
244 (12) graduated from high school, technical school or business school
245 (4) some college
246 (3) graduate of professional school
247 (3) graduate of professional school

23. **Your mother's highest educational attainment? (Mark one)**

248 (1) no formal education
249 (7) some elementary school
250 (6) completed elementary school
251 (8) some high school or business school
252 (23) graduated from high school or business school
253 (5) some college
254 (6) graduated from college
255 (2) graduate of professional school

24. In what type of community did you spend the MAJOR part of your youth? (Mark one)

256 (12) large city (500,000 and over)
257 (24) middle-size city (40,000 to 500,000)
258 (9) small city (under 40,000)
259 (6) suburbs
260 (4) rural area (farm)
261 (3) rural area (non-farm)

25. In what type of schools did you receive the MAJOR part of your ELEMENTARY school education? (Mark one)

262 (49) public
263 (8) parochial
264 (1) private

26. Was the school identified in your response to question 25 located in the community identified in your response to question 24. (Mark one)

265 (57) yes
266 (1) other (specify) _____

27. What was the mix of students in the school identified in your response to question 25? (Mark one)

267 (36) predominately caucasian
268 (20) predominately black
269 (2) other (specify) _____

28. In what type of school did you receive the MAJOR part of your SECONDARY school education? (Mark one)

270 (48) public
271 (8) parochial
272 (2) private

29. Was the school identified in your response to question 28 located in the community identified in your response to question 24? (Mark one)

273 (48) yes
274 (10) other (specify) _____

30. What was the mix of students in the school identified in your response to question 28? (Mark one)

275 (40) predominately caucasian
276 (16) predominately black
277 (2) other (specify) _____

31. In general, what was your grade point average when you were in SECONDARY school? (Mark one)

278 (11) "A" average
279 (38) "B" average
280 (9) "C" average
281 (0) "D" average

32. At what type of college did you do MOST of your undergraduate work? (Mark one)

282 (7) state university
283 (30) state teachers college or normal school
284 (3) other public college or university
285 (10) private university
286 (1) private teachers college or normal school
287 (7) other private college

33. In general, what was your grade point average when you were in undergraduate college? (Mark one)

288 (4) "A" average
289 (38) "B" average
290 (16) "C" average
291 (0) "D" average

34. When you were in undergraduate college what percent of your expenses did you personally earn? (Mark one)

292 (16) none
293 (23) 1% to 25%
294 (9) 26% to 50%
295 (3) 51% to 75%
296 (6) 76% to 100%

35. When you were in undergraduate college what percent of your expenses were funded through scholarships? (Mark one)

297 (41) none
298 (10) 1% to 25%
299 (1) 26% to 50%
300 (2) 51% to 75%
301 (4) 76% to 100%.

36. In what manner did you accomplish the MAJOR part of your undergraduate college work? (Mark one)

302 (55) full-time study
303 (3) part-time study

37. How many semester hours of EDUCATION courses did you have as an undergraduate? (Mark one)

304 (5)	none	308 (8)	31–40
305 (1)	1–10	309 (5)	41–50
306 (12)	11–20	310 (2)	51–60
307 (8)	21–30	311 (16)	more than 60

38. At what type of college did you do MOST of your graduate work? (Mark one)

312 (19) state university
313 (13) state teacher's college or normal school
314 (4) other public college or university
315 (14) private university
316 (3) private teacher's college or university
317 (0) other private college

39. When you were in graduate college what percent of your expenses did you personally earn? (Mark one)

318 (6) none
319 (1) 1% to 25%
320 (5) 26% to 50%
321 (2) 51% to 75%
322 (37) 76% to 100%

40. When you were in graduate college what percent of your expenses were funded through scholarships? (Mark one)

323 (39) none
324 (8) 1% to 25%
325 (3) 26% to 50%
326 (2) 51% to 75%
327 (1) 76% to 100%

41. In what manner did you accomplish the MAJOR part of your graduate study? (Mark one)

328 (5) full-time study
329 (48) part-time study

42. How many semester hours of GRADUATE work have you taken? (Mark one)

330 (1)	none	334 (12)	31–40
331 (11)	1–10	335 (6)	41–50
332 (10)	11–20	336 (4)	51–60
333 (4)	21–30	337 (7)	more than 60

43. What is the highest academic degree which you have received? (Mark one)

338 (0) certificate
339 (35) bachelor's
340 (17) master's
341 (6) master's plus 30 hours
342 (0) doctor's

44. Estimate the total number of CLOCK HOURS you have spent in inservice training since June 1, 1969. (Mark one)

343 (8) none
344 (28) 1–24
345 (8) 25–49
346 (13) 50 or more

45. Indicate below the major subject areas covered by the inservice training activities in which you have participated since June 1, 1969. (Mark all that apply).

A. Training covering new instructional techniques in:

347 (12) Mathematics
348 (22) Reading
349 (15) English language arts
350 (6) Science
351 (8) Social studies
352 (2) English as a second language
353 (4) Occupational familiarization
354 (4) Other academic subjects
355 (9) Cultural enrichment
356 (14) Drug Education
357 (3) Sex Education

B. Training covering new techniques in:

358 (21) Diagnosis of pupil problems
359 (21) Individualized instruction
360 (21) Use of equipment and materials
361 (6) Use of school plant and facilities
362 (3) Administrative and management techniques
363 (16) Human Relations
364 (6) Other (specify) _____

C. Training was particularly relevant to instruction of these target groups:

365 (23) Academically disadvantaged pupils
366 (34) Socio-economically disadvantaged pupils
367 (2) Academically gifted pupils
368 (7) Pupils from home where the dominant language is not English
369 (17) Disadvantaged pupils
370 (4) Potential dropouts
371 (4) Emotionally or mentally handicapped pupils
372 (1) Migrant pupils
373 (2) Neglected or delinquent pupils
374 (0) Physically handicapped pupils
375 (4) other (specify) _____

46. What plans do you have for your FUTURE formal education? (Mark one)

376 (0) I have no plans
377 (21) I plan to take courses, but not toward a specific degree
378 (27) I plan to study for a master's but not a doctorate
379 (10) I plan to study for a doctorate

47. Which category of racial or national origin groups best describes the majority of pupils in your classroom? (Mark one)

380 (0) American Indian
381 (38) Black
382 (12) Caucasian
383 (0) Oriental
384 (4) Spanish-surnamed American (Cuban, Puerto Rican or Mexican descent)
385 (4) Other (specify) _____

48. Estimate the percentage of the pupils in your class that come from families in which the head of the household is receiving welfare or is chronically unemployed? (Mark one)

386 (0) none
387 (15) 1% to 10%
388 (15) 11% to 25%
389 (9) 26% to 50%
390 (10) 51% to 75%
391 (0) 76% to 90%
392 (1) 91% to 100%
393 (8) don't know

49. Your teaching at this school this year is a result of: (Mark one)

394 (47) Personal choice
395 (11) Assignment to this school
396 (0) Other (specify) _____

50. Indicate the average number of hours per week you devote to working with:

A. Community Groups: (Mark one)

397 (17) none
398 (27) 1–3
399 (6) 4–6
400 (5) 7–10
401 (2) More than 10

B. Parents: (Mark one)

402 (11) none
403 (37) 1–3
404 (4) 4–6
405 (2) 7–10
406 (1) More than 10

51. On the average, how frequently do you work on school activities at home? (Mark one)

407 (1) zero nights per week
408 (4) one night per week
409 (28) 2 to 3 nights per week
410 (15) 4 to 5 nights per week
411 (10) more than 5 nights per week

52. On the average, how much of your weekend is taken up with school work? (Mark one)

412 (0) none
413 (8) very little
414 (40) some
415 (10) a great deal

53. On the average, how frequently are you contacted at home about school matters? (Mark one)

416 (37) once a week
417 (8) 2 to 4 times a week
418 (7) 5 to 10 times a week
419 (0) more than 10 times a week

54. Indicate the location of your residence: (Mark one)

420 (6) Attendance area of school in which you teach
421 (19) In another part of the school district
422 (33) Outside of the school district

55. On what evaluation data do you place greatest reliance? (Mark one)

423 (0) Class examination results
424 (27) Daily classroom performance
425 (1) Standardized achievement test results
426 (29) On personal observation, interaction, opinion
427 (0) Homework assignments

56. How do you arrive at your final score for an "A", "B", "C", etc., when grading the performance of your students? (Mark one)

428 (18) class average
429 (16) Highest & lowest individual score
430 (4) Class curve
431 (7) Table set by the Administration

57. Do you currently aspire to: (Mark one)

432 (27) remain as classroom teacher
433 (28) move to another type of position in education (other than classroom teacher)
434 (0) leave education

58. Fill in the corresponding code letter which represents your appropriate answer to each statement.

A = very satisfactory
B = satisfactory
C = not satisfactory

A	B	C		
9	26	22	435	(B) The state of teaching as a "profession"
2	21	35	436	(C) The top salary available for teachers
12	33	11	437	(B) My chances for receiving salary increases as a teacher
21	29	7	438	(B) The amount of progress which I am making in my professional career
1	19	38	439	(C) The amount of recognition which teachers are given by society for their efforts and contributions
4	35	17	440	(B) The capabilities of most of the people who are in teaching
10	38	6	441	(C) The effect of a teacher's job on his family life
8	41	7	442	(B) The effect of a teacher's job on his social life
8	32	16	443	(B) The possibilities for a teacher advancing to a position of greater responsibility in education
2	37	17	444	(B) The level of professional standards maintained by most teachers
7	30	20	445	(B) The opportunity which teachers have for associating with other professional people
13	26	17	446	(B) The amount of time for leisure activities which teaching affords
7	42	7	447	(B) The level of competence of most of the other teachers in my school
11	26	18	448	(B) The method employed in my school for making decisions on curriculum matters

A	B	C		
9	32	15	449	(B) The method employed in my school for making decisions on pupil discipline matters
12	31	12	450	(B) The attitude of the students toward the faculty in my school
17	31	9	451	(B) The manner in which the teachers and the administrative staff work together in my school
28	25	5	452	(A) The cooperation and help which I receive from my superiors
14	29	14	453	(B) The educational philosophy which seems to prevail in my school
11	33	14	454	(B) The evaluation process which my superiors use to judge my effectiveness as a teacher
18	29	9	455	(B) The level of competence of my superiors
14	21	23	456	(C) The adequacy of the supplies available for me to use in teaching in my school
5	18	34	457	(C) The amount of time which is available to me while I am at school for my personal professional growth
7	18	32	458	(C) The extent to which the professional growth of teachers is subsidized by my school system
15	26	15	459	(B) The extent to which I am informed by my superiors about school matters affecting me
1	20	36	460	(C) The academic performance of the students in my school

(59.) To what degree do you enjoy each of the following aspects of a teacher's role? Use the corresponding code letter which best represents your appropriate response to each statement.

A = very much
B = do it because its necessary
C = dislike
D = not relevant

A	B	C	D		
41	14	2	1	(461)	(A) Preparing lessons
8	36	8	4	462	(B) Correcting papers
13	35	9	0	463	(B) Attending teachers' meetings
17	25	9	4	464	(B) Supervising large groups of children
53	4	0	1	(465)	(A) Supervising small groups of children
50	2	0	4	(466)	(A) Working with pupils in extracurricular activities
46	11	0	0	(467)	(A) Talking with individual parents about a problem concerning their child

A	B	C	D		
48	5	0	4	468	(A) Talking with a group of parents about a mutual problem
44	7	0	5	469	(A) Working with youngsters who are having a hard time adjusting to a school district
43	4	1	5	470	(A) Working primarily with children rather than with adults
34	10	2	9	471	(A) Working with "exceptionally able" pupils
47	6	0	5	472	(A) Working with "average" pupils
42	10	0	5	473	(A) Working with "slow" pupils
7	9	7	30	474	(D) Working with physically handicapped pupils
11	10	8	24	475	(D) Working with mentally handicapped pupils
5	23	25	5	476	(C) Handling administrative paper work
30	25	3	0	477	(A) Evaluating pupil progress
31	13	3	8	478	(A) Working with guidance personnel
29	9	4	12	479	(A) Working with curriculum specialists
30	6	5	12	480	(A) Having a different group of pupils to work with periodically during the day
42	12	0	3	481	(A) Having a different group of pupils to work with each year
6	45	4	2	482	(B) Having to discipline problem children
43	6	2	4	483	(A) Having a work routine which changes periodically during the day
12	27	12	4	484	(B) Having to schedule one's time carefully
3	21	23	10	485	(C) Having to follow specified curricula
43	12	1	1	486	(A) Working with a committee of teachers on a common problem

60. To what extent do you rely on a text book in your teaching? (Mark one)

487 (0) Exclusively
488 (10) A great deal
489 (29) Moderately
490 (14) Some
491 (5) Not at all

61. Given a choice, next year I want to: (Mark one)

492 (35) Teach a class like my present one
493 (7) Teach a different kind of class
494 (13) Other: (specify) _____

62. If asked, I would definitely accept a special or experimental teaching project in my school for next year: (Mark one)

495 (37) yes
496 (2) no
497 (18) maybe

63. To what extent in your teaching do you use other services in the system, such as guidance, psychological services, library, supervisory, etc. (Mark one)

498 (29) Extensively
499 (26) Modestly
500 (3) Little

64. Most schools can only provide a limited number of programs or services. What priority do you feel should be given to the following? (Rank from 1 to 6 with 1 the highest.)

		1	2	3	4	5	6
501 (5)	Community school	11	8	9	6	14	6
502 (1)	Preschool	17	9	8	7	13	0
503 (4)	Intensified compensatory programs	8	7	9	11	7	7
504 (2)	Health, nutritional services	5	15	14	12	2	4
505 (6)	Improved recreational program/facilities	1	6	4	8	8	24
506 (3)	Teacher aides	13	7	8	9	7	9

65. How many days were you absent for illness or personal reasons from school last year? (Mark one)

507 (7) None
508 (36) 1–5 days
509 (12) 6–10 days
510 (2) 11–15 days
511 (1) 16 days or more

66. How many State/National professional education conventions have you attended since September 1, 1968?

A. State: (Mark one)

512 (21) none
513 (36) 1–3
514 (1) 4–6
515 (0) 7–10
516 (0) More than 10

B. National: (Mark one)

517 (50) none
518 (5) 1–3
519 (0) 4–6
520 (0) 7–10
521 (0) More than 10

67. Identify, by number, questions in this survey that highlight factors you feel may have contributed most to your effectiveness as an urban teacher. (Limit to 5)

522 (59) 26 responses
523 (55) 19 responses
524 (58) 16 responses
525 (49) 15 responses
526 (45) 14 responses

TEACHER INTERVIEW
A SUMMARY

(Score Totals Per Category)

1. In what state are you a teacher?

Connecticut	(12)	New York	(12)
Delaware	(12)	Pennsylvania	(10)
New Jersey	(12)		

2. When did the idea FIRST occur to you that you might enter teaching?

Before entering high school	(26)	Before graduating from college	(16)
In high school	(11)	After graduating from college	(5)

3. When did you make the FINAL decision to enter teaching?

Before entering high school	(10)	Before graduating from college	(24)
In high school	(15)	After graduating from college	(9)

4. At the time you made the FINAL decision did you prefer teaching over any other occupation?

Yes, I preferred teaching	(40)
No, I preferred another occupation but was not able to enter it	(7)

5. Which one of the following persons was most influential in your decision to enter teaching?

A member of my family who was a teacher	(10)	Was not a teacher	(6)
A friend who was a teacher	(5)	Was not a teacher	(3)
Someone else who was a teacher	(13)	Was not a teacher	(1)

6. Why did you select teaching?

(a)	Want to help "kids"	(26)
(b)	Challenge of teaching	(4)
(c)	The urban problem	(2)
(d)	Our society needs good Education/Teachers	(3)
(e)	Need for Educational Reform	(2)
(f)	My own experience	(12)

7. Why are you in **urban** teaching?

(a) By choice	(44)	(b) By accident	(11)
(c) Other	(3)		

8. Describe the number, nature and chronology of **part-time** jobs in your experience.

Mean – 3.1 Range – 0 to 9

High School	(22)	College	(40)
Summers	(33)	As a Teacher	(19)
Currently	(11)		

9. Describe the number, nature and chronology of **full-time** jobs in your experience.

Mean – 1.5 Range – 0 to 4

High School	(0)	College	(7)
After College	(33)	Summers	(5)

10. How, if at all, have these jobs influenced your teaching?

(a) broadened experience–world of work	(17)
(b) expanded my "professional reservoir"	(10)
(c) insight into others	(31)
(d) insight into myself	(16)

11. (a) Describe your philosophy of teaching (Describe response).

(a) Pupil oriented	(45)	(c) Society	(3)
(b) Goal oriented	(4)	(d) "Order", self-discipline, etc.	(1)

(b) Please describe the **one or two** most significant sources **influencing you Philosophy toward** teaching:

Parents	(10)	Work experience, jobs	(9)
College (course, professors)	(10)	School	(7)
The Church	(2)	Adult models	(4)
Childhood environment	(9)	Other	(35)
Teenage years, friends	(1)		

12. (a) What kinds of experiences besides other jobs and your professional training and teaching experience have you had (cite an example, if necessary).

(a) Military Service: Years		(d) Community Organizations	(14)
(b) Volunteer Work	(13)	(e) Extensive travel	(19)
(c) Peace Corps, Vista	(3)	(f) Other	(24)

(b) Which of these have had greatest impact on your teaching?

(a) Military Service	(3)	(d) Community Organizations	(9)
(b) Volunteer Work	(7)	(e) Extensive travel	(5)
(c) Peace Corps, Vista	(2)	(f) Other	(21)

13. How do you feel about the following:

	1	2	3	4
(a) Long hair	25	15	6	
(b) Drugs	1	2	12	1
(c) Hard Rock	23	18	5	36
(d) Hippies & Yippies	18	7	14	8
(e) Student activism	22	17	6	1

1 = sympathetic
2 = moderately favorable
3 = somewhat disfavorably
4 = antagonistic

14. Presently, how do you spend most of your spare time during the school-year?

(a) Family activities	(18)	(d) Hobbies, crafts	(4)
(b) Self-education	(10)	(e) Sports: active (2) passive	(12)
(c) Recreation, relaxation	(12)	(f) Other	(0)

15. (a) Do you feel it is important for an urban teacher to live, or have lived, in an inner-city neighborhood? Yes (23) No (21) Maybe ("depends") (14)

(b) Why, or why not?
If Yes: to know–
Parents (2) Pupils (6) Community (15) Relevance of curriculum (1)
Climate of community (6)

If No This experience can be replaced by: Other personal experiences
Pre-service training (0) In-service training (0) On-the-job training (4)
Other (21)

16. To what extent do you rely on other instructional aids, aside from the textbook?

(a) 1. A great deal (38) 2. Some (7) 3. A little (1) 4. None (0)
(b) 1. Supplementary texts (23) 2. The library (22) 3. T.V. (29)
4. Films & others A-V (51) 5. Field trips (28) 6. Museums (19)
7. Magazines, Newspapers (33)

16. To what extent do you rely on other instructional aids, aside from the textbook? (Continued)

(c) If T.V. is cited, ask:
Do you encourage T.V. watching at home? Yes (10) No (9) Sometimes (14)

(d) If "a-3" or "a-4" above is checked, is this due to:
Choice (21) Funds, policy, etc. (6)

17. Have you participated in or developed any special or innovative programs in your last three years of teaching? Yes (52) No (6)

18. What is your general estimation of the future of education in the United States?

(a) 1. It won't change much (5) 2. It will change drastically (36)
3. It will change only in certain aspects (11)

(b) 1. Optimistic (42) 2. Pessimistic (13)

(c) 1. Change is needed (36) 2. Change is not needed, or just more $ or manpower (1)

19. What experience has given you the greatest satisfaction in your teaching?

(a) Pupil growth (51) (c) Professional advancement (0)
(b) Personal awareness,growth (4) (d) Other (3)

20. What has been your most frustrating experience in your teaching career up to Sept. 1 of this year?

(a) Pupils (8) (b) Schools-policies, facilities, organization, administration (30)
(c) Community (4) (d) Colleagues (8) (e) The Profession (1) (f) Preparation (0)

21. How would you describe the climate in your classroom?

"Free and easy" (24) Rigid, controlled (2) Mixed (17) Other (7)

22. Where do you get your ideas for new/different classroom activities?

(a) Professional literature (29) (b) Other schools (3) (c) Travel (2)
(d) Conferences (9) (e) Other teachers (26) (f) Administration or Supervisors (5)
(g) Public media (12) (h) Regional Centers (1) (i) Other: Explain (48)

23. Are you active professionally in educational organizations: Yes (48) No (10)
If so, in what way? Member (40) (No. of Associations): Organizer (1) Officer (8)
Committees (13) School (14) District (34) Regional (5) State (20) Federal (12)

24. (a) Would you describe your own personal background as a youth as "deprived"?
Yes (16) No (40) Other (1)
(b) If Yes, were you aware of it? Yes (8) No (6) Other (0)

25. What was the last time you visited another school while it was in session?

After Sept. 1, 1970 (16) During the last school year (1969-70) (19)
The year before the last school year (1968-69) (3) Longer than two years ago (11)
I haven't (9)

SECTION III

CONFERENCE REPORTS – NOVEMBER 8–10, 1970

GROUP A

This report is necessarily brief and, as such, it will not completely reflect the consensus of the participants in Group A. We hope that some future reporting will be more comprehensive because it is the general feeling of the participants that we were able to touch some real issues. Although we were charged with the task of determining what makes an effective teacher and what are the barriers to effective teaching, the group felt that these questions concern degrees rather than kinds of differences and cannot be dealt with apart from the broader questions of state and local school structure and of community involvement. Therefore, many of our recommendations will touch on the basic structure of education rather than upon the personal qualities of teachers.

Before I get into our basic recommendations, I wish to relate another general feeling of the participants. It was strongly felt that something positive must happen as a result of this conference–that is, the state and local districts must make a commitment to act on these recommendations and return to the participants a thorough report on what steps have been taken and are being planned, silence on these recommendations would suggest that in the future monies spent on conferences of this type would be better spent in direct educational services for children.

As a consequence of this consensus then, our first recommendation is that the five states distribute to all superintendents the full report of this conference with the requirement that reactions to the report–including recommendations–be returned to the planning group by June, 1971. As part of this recommendation, we also suggest that all of the representatives to this conference–state and local–report back orally to their administrators and professional organizations upon these conclusions, and that the participants also report to the planning group where they have encountered road blocks in their system.

Group A's other principal recommendations are as follows:

1. Supervision: The load of supervisors should be considerably reduced–perhaps to around 30 teachers, more or less–to permit them to do an effective job of helping teachers improve their performance. This is especially needed by new teachers. The evaluation requirement should be eliminated from the supervisory function. The interacting roles of supervision, evaluation and in-service should be clarified. The supervisor should have been a successful teacher and continue to be active in teaching, even if only in demonstration classes.

2. Administration: There should be a changed certification and selection process for school administrators and administrators should also be required to return periodically to classroom teaching. Teachers and the community should have greater involvement in the selection of administrators and there should be more relevant training for administrators at colleges and elsewhere. Also, there should be greater effort to place blacks into supervisory and administrative positions at both the local and state level.

3. Pre-service Training: The number of methods courses should be reduced, with less emphasis on theory and more emphasis upon practical application. There should be controlled clinical experiences in classroom teaching from the first or second year in college. There should be better guidance for college students, and not merely in the last year of their schooling; local school districts should build career ladders for teachers; and these two approaches should be closely coordinated between the local and college levels. The college program for prospective teachers in urban areas also should include direct experiences in urban communities. Institutional staff members at the colleges also should be required to return to classroom teaching on a regular basis.

4. Community Involvement: Schools in urban areas should be made available to the community for such functions as recreation and adult education. In addition, school administrations should stimulate programs in the schools that will involve the parents and children in joint activities. Parent advisory groups also should be encouraged, and these groups should have broad involvement in determination of policies relating to staff selection, budgeting, curriculum reform and grievance procedures.

5. Curriculum: Curriculum reform should involve the state, the community and local school officials and teachers, and the curriculum itself should be directed more toward teaching of the human being and less toward the subject. Standardized I.Q. tests that do not relate to the urban environment should be abandoned and replaced by more effective testing procedures. Tests should not be used for tracking purposes. The curriculum also should be more flexible, allowing individual teachers to use whatever methods they choose as long as the end result is improved student achievement.

6. Personnel Policies: The tenure system should be radically reformed to allow greater recognition of ability and success while, at the same time, continuing to protect teachers from political encroachment. As part of this process, there should also be more effective methods of evaluating teachers, especially before tenure, certification should be based upon demonstrated performance and ability, re-examined, with salaries for superior teachers reaching those of administrators, and internships should become a part of teacher training and certification.

7. In-service Training: There should be continuous research in urban education both at the state and local levels, and the results of such research should be widely disseminated among teachers through district-wide in-service training programs. In-service training should apply to the supervisor and administrator as well as the teacher. There should also be special training in human relations and urban technology for new teachers. Perhaps this training could be on a weekly basis during school hours and including parents in areas where assistance is necessary for effective home instruction.

GROUP B

The following is a condensation of recommendations made by Group B, headed by Coordinator George Sauers of Pennsylvania, and recorded by Clifford Denton, PDE Information Specialist.

This report, presented at the conference's general meeting, is for the most part a consensus of teachers' recommendations. In some cases there was opposition by some members of the group.

RECOMMENDATIONS

I There should be a complete restructuring of teacher preparation of under-graduate and graduate levels.

a. Education should stress liberal arts more and teacher training courses less.

b. New methods should be developed for teaching the basic reading, writing and math courses. Inner-city school pupils are resisting present methods. They need more involvement—not more lectures.

c. During their training period, student teachers should be given much more intern experience at urban and inner-city schools.

II Teachers need more say and involvement at the district and state levels.

a. Communication between state education departments and teachers must be greatly improved. Teachers want to know how they can help state departments and vice versa.

b. Teachers say the state department is not fulfilling its obligation to purchase equipment they recommend.

III Teacher evaluation must be improved. This can be done by:

a. Teachers should learn to evaluate themselves better by establishing goals at the beginning of each semester and fulfilling these goals.

b. Nonpartisan, competent teams should be formed to evaluate teachers' performance regardless of the teacher's tenure, with the understanding that this evaluation will improve teacher effectiveness rather than for use as a weapon.

IV Teachers need more opportunities to innovate and issue complaints without fear of reprisals. Most members of Group B felt this could be accomplished by:

a. Eliminating the all-powerful job of the principal, and allowing teachers—on a rotating basis—to perform this role for designated periods of time—perhaps a month.

b. Eliminating the position of supervisor, replacing it with a "helping teacher" in each school who would act solely in that specific role—not as a substitute teacher.

c. Too many legitimate suggestions and complaints that should be evaluated at the state level get lost through the chain of command. Ways must be explored by which teachers have a more direct contact with the state department for this purpose.

V Better teacher-parent relationships must be developed.

a. Hold constructive evening workshops for parents so they can become totally involved with all phases of education, as well as their responsibilities, their children's and the teachers.

b. Mandate home visit programs during the school day so teachers can visit parents. This would be part of a school's formal curriculum, not a voluntary extra curricular activity.

VI Grading methods must be restructured.

a. Some teachers feel grades, as such, are bad. Children should be taught on an individual basis according to their performance and potential.

b. Some teachers feel new methods of teaching do not conform with the old, standardized tests. This gap should be narrowed.

VII City school buildings are obsolete.

a. Most present inner-city schools are like factories. Rather than the large schools, smaller community schools with smaller classes should be built. The open plan school is ideal.

VIII Outside forces must be utilized.

a. Community help should be sought by teachers for any programs.

b. Teachers should take advantage of unions and other associations to help solidify and give their requests and needs momentum at the state level.

IX Money is the necessary element for all improvements. The present tax structure places too much burden on home owners who do not respond to needs. The state and federal governments should assume a bigger role in providing aid to schools.

X Urgent needs.

a. More trained paraprofessionals. Most inner-city classes are woefully understaffed.

b. A bona-fide in-service program that will help teachers to use the wealth of multi-media resource material and individual instructional equipment.

c. Revised textbooks that will allow inner-city children to comprehend more easily their subject material. Too many texts are written for the so-called average pupil who is more advanced in English comprehensive. This is particularly urgent for Puerto Rican students. Another alternative is to eliminate textbooks and teach through resource and multi-level materials (encyclopedias, etc.).

GROUP C

I THE CHARACTERISTICS OF AN EFFECTIVE INNER-CITY TEACHER

As might be expected, as we identified characteristics of the effective inner-city teacher, we found ourselves cataloging the virtues of all good teachers, centering around one theme: An effective teacher must be sensitive to the needs of each child.

Some thoughts, however, seem particularly applicable to the inner-city: For instance, the effective teacher:

Learns about the environment and background of each pupil.

Budgets time so that each child gets some special attention every day.

Learns the language of the pupils, the better to understand and relate to them.

Creates a feeling of self-respect in each child, that he may learn to respect others.

Demonstrates the resourcefulness to rise above the inevitable constraints of budgets and administrative inadequacies.

Remembers always that kids are kids, not miniature adults, and avoids defensiveness.

Remembers, however hackneyed the expression, that "there is no such thing as a child who cannot learn."

Most important ingredient in the personality of the teacher: enthusiasm. Others almost equally important: warmth, flexibility, concern.

II EFFECTIVE APPROACHES TO SELECTION, RECRUITMENT, AND RETENTION OF INNER-CITY TEACHERS

a. Employment of teachers for inner cities should be the joint responsibility of administrators, special service personnel, teachers, and parents.

b. No one should be employed for inner-city teaching who does not know at first hand what is involved, and who does not know why he wishes to teach there.

c. Since the basic criterion for success appears to be the personality of the teacher, every effort must be made to determine in advance whether this is suitable. (We recognize the extreme difficulty of doing this effectively.)

   Statistical evidence of "superior scholarship" in college probably has little or no validity as a predictor of success in inner-city schools. The candidate who had to struggle for his degree, whatever the reasons, may be a better bet than the Phi Beta Kappa.

d. Extended interview with several people of differing function in the school (including parent representation) may be the most promising means of determining probable success.

e. The process of evaluation for tenure must be drastically tightened to avoid building into the sytem incompetent teachers.

III EFFECTIVE APPROACHES TO THE PREPARATION OF INNER-CITY TEACHERS

Again, much of the discussion merely identified what a college should do in preparing teachers for any school. We did, however, pinpoint one procedure which we regard as absolutely essential for the prospective inner-city teacher:

Early exposure to the inner-city, as extended as possible—before teaching.

The teacher's desire to serve in inner-city schools must be reinforced by first-hand familiarity with the school and the community it serves.

The group discussed a variety of additional ingredients which should be present. Perhaps special mention might be made of these

There must be closer cooperation - shared responsibility—between college and public schools.

The most important single ingredient in the program of preparation is solid grounding in the teaching of reading.

Good models are helpful—but a variety of good models is essential that each student may adopt and develop his own style.

The college must supply feasible alternatives to the teacher education student who, in his opinion or the college's, belongs somewhere else—be it in a different kind of school situation, a different grade level, or out of teacher education altogether.

The colleges must be tougher, particularly as the teacher supply becomes adequate, in weeding out those who promise only incompetence or, indeed, mediocrity.

IV CONSTRAINTS ON EFFECTIVENESS

The group identified these constraints on the effectiveness of teachers:

a. Numbers—overcrowded schools and overcrowded classrooms, making individualized instruction difficult and sometimes impossible.

b. Introduction of "special"programs without staff, either in sufficient numbers or with specialized training.

c. Lack of in-service programs for teachers.

d. Lack of adequate supervision both of new teachers and of student teachers.

e. Lack of constructive, professional approach on the part of some teachers.

f. Inadequate and irrelevant criteria and procedures in selection and retention of administrative and supervisory personnel–e.g., political appointments, lack of accountability.

g. Stultification of teacher's performance through operation of schools primarily for administrative convenience.

h. Lack in administrators of plain old "leadership" and "creativity".

GROUP D

QUESTION: WHAT MAKES AN EFFECTIVE TEACHER?

I PERSONALITY OF THE EFFECTIVE TEACHER

The effective teacher:

Sees his results.

Knows what should be accomplished and is anything but lackadaisical.

Believes that: All children can learn, that all can meet their limitations, that teachers have to have sensitivity, that teachers must admit when they are wrong, that children are human beings, have rights, and are sometimes right.

Is constantly searching himself.

Is willing to grow and change every day.

Is realistic; lets the student know he's human.

Is regularly prepared for the next day and is on time.

Feels love for children.

Can sense how children feel; hears what they say, sees how they look.

Knows what is going on down the block.

Is an effective citizen; knows local issues and gets involved in such things as housing and health; does not, however, tire himself out so he can't be alert and prepared in the classroom, but makes phone calls, pounds on desks and does what he can do.

Has a life which is focused mainly on working with children; does not stop that at 3 P.M., but includes community involvement.

Is a "volunteer" Teacher in the sense that if he had no financial worries, he would continue his present position.

Is aware of the disruptive child's particular problems.

II BACKGROUND OF THE EFFECTIVE TEACHER

Background means such factors as family, early schooling, neighborhoods in which the teacher was brought up.

The effect of background is more important than teacher training.

Definitely affects the personality and ability of the teacher.

It sometimes helps to teach in a school with children having a background similar to that of the teacher; there is a need to emphathize with the pupils.

Teachers remember their own school experiences; many had certain unhappy memories in school and state they will never do the things to the pupils that were done to them.

It helps for the teacher to have the needed trait of compassion, which can sometimes make the so-called "average"teacher an effective one.

Majority had parents who stressed importance of education–most assumed that they would go to college.

The majority–whether black, white, woman, or man–have at various times in life felt denied.

Majority are more influenced by their parents than by teacher preparation, stating "all those wonderful theory courses just don't work"–emphasize that important course called "life".

Some had been tomboys–Many found themselves regularly in trouble when young. Reasons? Too active, bored, always laughing, often ignored, non-conformists, wanted attention, aggressive, independent, constantly speaking up.

Most read regularly not only professional magazines and newspapers, but all kinds of reading.

While color of the teacher is part of his background, ability is more important. Can't ignore, however, that in some communities, black teacher may be effective and recommend in these cases very good teachers who are not offended it they are called names because they are white. They must remember that what the parents think affects the teacher.

Student teaching is part of the background but leaves much to be desired–methods of 50 years ago are not working–most learning takes place after college.

III TECHNIQUES OF THE EFFECTIVE TEACHER

Treat class as one family–all brothers and sisters.

Show an interest in the lesson–be an actor, a ham.

Be very fair. Make the work fun.

Have all students involved and actively participating, not just sitting–have them doing what they are capable of doing.

Don't always follow the course of study.

Use a diagnostic tool when the pupil enters class. but don't rely on it.

Trick of teaching is to get motivation.

Spend ½ hour of preparation for each hour in classroom; this you will do, however, only if you respect the children.

Be methodical: 1. Diagnose the difficulty; 2. Try to do something about it.

Use audio-visual aids and then stand back to do this you may have to learn how to "steal" (midnight regulation)–thousands of dollars of machines, games, etc., are gathering dust in closets–use these items apply pressure on the administration–get them unlocked and learn how to use them. Be resourceful.

Don't take your problems home, live your life and be relaxed–HOWEVER, look at your pupil's bicycle if he asks, visit the church affair, play basketball in the playground–don't spend 24 hours a day, but if your student invites you to something, for God's sake, go!

Give all due praise–send this fact also to the parents, don't contact them only when there is a problem.

Look at achievement tests, but look at the test, itself, not just the score.

Give the pupils responsibilities. Have them elect officers.

Under techniques concerning "discipline", our group was suddenly aware that over 24 hours had passed before this word was mentioned, and then only in the form of a question.

What is discipline? It is not soldiers with hands folded, sending to the principal (he's no more capable than I am), corporal punishment, not what you say, but how you say it.

Discipline should be left up the teacher,–if used, has to be backed by the administration.

Most students in class of effective teacher don't have time to act up–they're busy, not idle, talk with you eyes–have a special tone of voice you don't use regularly–don't make a mountain out of a molehill.

IV RECOMMENDATIONS

College Training

Have college studies prepared by effective urban teachers.

Greater emphasis on reading skills.

More up-to-date professors in college.

More special courses such as "sensitivity training" or on "teaching the urban child".

Earlier and more intensive student teaching in schools–experience is more important than a college course.

Have student teachers become more involved with the community.

Certification based on a period of performance, not college courses attended.

Local

If possible, beginning teachers should be allowed to teach where they feel they will be happy.

Pay inner-city teachers a high percentage than others.

Elect more effective boards of education.

Have teachers select and help write new curricula.

More effective use of funds.

Better orientation of new teachers–create community–faculty handbook.

More effective faculty meetings with emphasis on human relations.

Committee of teachers to keep up to date on education and society.

More active recruitment of blacks and Puerto Ricans and more efficient recruitment in general.

Insist on accountability of both teachers and administrators.

Insist on improved competence of administrators.

Interclassroom observations by teachers.

Greater emphasis on reading skills.

Eliminate non-teaching duties for teachers.

Have counseling in all elementary schools.

More efficient administration-faculty communication.

Manage each school efficiently almost exactly like a business corporation.

State

Renewable tenure, based on performance, with periodic assistance and evaluation by the state.

More and better use of reciprocity of certification between states.

Much more efficient state-local communication.

Each state to hold conferences identical or similar to this.

V QUOTES

"Teachers should be willing to change, willing to learn or else they should leave the profession. Instead, they often become administrators."

"If the teacher's way inhibits learning, he should be put into a different area, or he should retire. Older teachers can still be flexible and, in fact, should have been regularly changing."

"If chewing gum were my biggest problem, I'd be so happy. In fact, I'd bring the gum."

"We are part of an industry where the consumer can't send the defective product back."

GROUP E

"To communicate is the beginning of understanding" and the initiation of dialogue, group interaction, is, really, the starting point for involving people in becoming more effective as teachers and people. In this connection, we see the state departments of education acting as catalysts in getting teachers together to communicate and understand—not in isolation, but as partners with the parents, the administration, and the community.

Toward this end we have formulated three main areas in which the state departments of education can act as catalysts:

1. In the area of teacher training the universities should provide and require programs in human relations and in the development of professional problem solving.

   There should be specific university programs in urban teaching methodologies—not vague philosophies of dealing with the urban child, but concrete and practical methods that can be adapted to specific learning situations.

   There should be a progressive or graduated program of internship so that the student who is going into urban teaching can immediately put educational theories into practice. These should start early in undergraduate programs—perhaps in the sophomore year or earlier.

   There should be urban education preparation centers which involve urban school systems and universities in co-operation.

   There should be offered a major in urban education in the universities and, as a part of this major, there should be experiences in group dynamics and community action.

   There should be an orientation process for new teachers involving administrators and teachers that will continue to afford help and guidance throughout the first years.

2. In the area of in-service training it is suggested that teachers be trained to build programs and to identify common education needs and problems in their respective schools.

   There should be credit provided toward certification for in-service training. State education departments can aid, too, by providing guidelines and released time.

   To implement the above, it is suggested that more full use of professional days and full use of contract days (where applicable) be utilized.

3. In the area of the entire school philosophy, school reorganization should be accomplished by representatives from the individual school community, the individual school faculty, and the individual school administration who become partners in the decision making process.

School policies and philosophy, including the hiring and retention of teachers, should be formulated by the teachers, the parents and/or other representatives of the immediate school community, and the student. Necessarily, such changes demand a re-evaluation of the role of the administration.

These suggestions cover the 3 areas most in need of revision. All too often, the teacher is poorly prepared to teach in our urban school, receives little or no relevant in-service training to assist him once he is there, and his hands are tied to effect positive change in the urban school by not providing him, or the community, a voice in the decision making process.

CATEGORY	RECOMMENDED PRIORITIES	IMPACT RANK (1)	PROBABILITY RANK (2)	OVERALL RANK
TEACHER ATTITUDE	a. Teachers understand the job of the innercity teacher prior to practice in the innercity.	5	12.5	8
	b. Teachers understand the language of children, and communicate in terms readily understood by children.	9	11	9
	c. Teachers demonstrate expectancy that all children can learn.	2	16	11
	d. Teachers are resourceful, enthusiastic, warm, flexible, concerned.	6.5	14	12
	e. Teachers foster self-respect in children.	4	19	14
CONFERENCE IMPLEMENTATION	a. The Urban Teacher Conference results in action through commitment of State and local participants.	3	7	3
	b. Effective communication, at present either weak or nonexistent, exists between state education staff and classroom teachers.	25	22	21
	c. Superintendents report to the State their reactions and recommendations relative to the report of the Effective Urban Teacher Conference by June 30, 1971.	21	27	26
	d. States report the conference proceedings and outcomes to all superintendents of schools.	44	1	28

(1) IMPACT RANK – The degree to which teachers believe that the "Recommended Priority" is related to effective urban teaching.

1 = High Impact 44 = Low Impact

(2) PROBABILITY RANK – The probability (as perceived by the teachers) of the "Recommended Priority" being implemented.

1 = High Probability 44 = Low Probability

CATEGORY	RECOMMENDED PRIORITIES	IMPACT RANK (1)	PROBABILITY RANK (2)	OVERALL RANK
TEACHER TRAINING AND PREPARATION	a. Teachers are provided learning experience in human relations and urban technology.	10	4	2
	b. Teachers are provided more training than at present in the instructional and technical use of multi-media and instructional equipment.	14	5	5
	c. To a greater degree than at present, direct school and community experiences are incorporated within formal teacher preparation.	11	6	6
	d. More coordination than at present exists between the work of school districts and teacher-preparing institutions.	6.5	10	7
	e. College instructors involved in teacher preparation occasionally return to teaching, especially in urban areas.	1	31	15
	f. Superior scholarship in college is not a criterion for predicting effective teaching.	39	28	18
	g. Formal teacher preparation includes more training in human relations than at present.	42	9	27
	h. Teacher-preparing institutions are more academically demanding of their students than at the present.	27	36.5	25
	i. Teacher-preparing institutions emphasize the liberal arts to a greater degree than at present.	36	39	39
INSTRUCTIONAL PRACTICES	a. Reading is more heavily emphasized than at present.	12	3	4
	b. New methods, as compared to the present, are devised to teach basic reading, writing, and arithmetic.	23.5	8	10
	c. Textbooks used with inner city pupils are appropriate.	38	25	31
	d. Standardized IQ and achievement tests are not used to evaluate pupils.	30	36.5	36
	e. Standardized tests are appropriate for use with inner city children.	43	43	43

CATEGORY	RECOMMENDED PRIORITIES	IMPACT RANK (1)	PROBABILITY RANK (2)	OVERALL RANK
SCHOOL MANAGEMENT	a. Teacher effectiveness is evaluated more accurately than at present.	8	2	1
	b. Teacher certification is based upon demonstrated probationary performance.	14	12.5	13
	c. A greater number of paraprofessionals are on staff than at present.	16	15	16
	d. A greater number of blacks (and members of other minority groups) than at present serve in administrative and supervisory positions.	31	18	20
	e. Methods to select and retain administrators and supervisors are more effective than present methods.	26	23	23
	f. Administrators and supervisors are provided more inservice education programs than at present.	22	26	25
	g. The tenure system is radically reformed.	23.5	29	29
	h. Supervisors have been effective teachers.	18.5	30	30
	i. The "helping teacher" replaces the supervisor.	28.5	33	32
	j. Compared to the present, the teacher-supervisor ratio is lower.	28.5	34	33
	k. Teachers individually select appropriate curricula and methods for classroom use.	37	32	34
	l. Supervisors continue to teach.	32.5	40	38
	m. Administrators teach occasionally.	34	41	40
	n. The position of principal is abolished, with his job functions performed rotationally by teachers.	18.5	44	44

(1) IMPACT RANK – The degree to which teachers believe that the "Recommended Priority" is related to effective urban teaching.

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CATEGORY	RECOMMENDED PRIORITIES	IMPACT RANK (1)	PROBABILITY RANK (2)	OVERALL RANK
COMMUNITY INVOLVEMENT	a. Schools are continually available to community residents.	14	17	17
	b. Community residents, teachers, and local and state administrators participate in curriculum development and revision.	17	21	19
	c. The school staff provides evening workshops for parents.	32.5	20	22
	d. Parents and children share common school activities.	20	24	24
	e. Community residents and teachers participate in recruiting and selecting new district teachers.	40	35	37
	f. Parent groups advise the school staff.	41	38	41
	g. Teacher make home visits as mandated in a plan.	35	42	42

(1) IMPACT RANK – The degree to which teachers believe that the "Recommended Priority" is related to effective urban teaching.

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SECTION V

CONFERENCE REPORTS – MARCH 21–23, 1971

HUMAN RELATIONS

FACILITATOR: Dr. Howard Row

MEMBERS:
Mildred Cooper
Gail Ekstrand
Sidney Frye
John Geronimo
Minnie Harris
John Kane
James Powell
June Soares
Patricia Trench

DEFINITION OF HUMAN RELATIONS

Human relations is the ability to work together productively without violating the integrity of any member of the group.

CONSTRAINTS

1. Lack of proper procedures in the hiring of administrators and teachers.

2. Administrators and teachers having racial, religious, ethnic, and economic prejudices.

3. Administrators, teachers, and parents being indifferent to the needs of the students.

4. Administrators and teachers having a lack of knowledge to understand the problems of the students.

5. Tensions in the community having an effect on the relations within the school.

PROBLEM

Our problem is to reduce or remove the constraints.

RECOMMENDATIONS

1. In the hiring and placement of teachers, teachers be hired for specific positions with the prior knowledge or requirements for the job. Policy must be adopted to require matching the teacher and his job.

2. In fiscal year 1972 Project 505 develop an instrument to implement the matching of the teacher with his job.

3. Each school district be required to implement a program of social awareness for teachers currently employed by them and those who will be employed.

4. Six credit hours in social awareness should be included in the requirements for permanent certification.

5. Districts refuse to accept student teachers if the colleges do not require social awareness courses.

6. Ask the state to request that each local district establish procedures to bring the school into closer relationship with the community. The following are suggestions to implement this program:

    a. To make use of other learning environments.

b. To establish a human resource pool using community people who have special talents.

c. To employ neighborhood people as paraprofessionals and aides.

d. To encourage teachers to make home visits.

e. To encourage the use of the school by the community after school hours.

IN-SERVICE

FACILITATOR:	Dr. B. Kaplan, N.J.
RESOURCE PERSON:	Dan Hamm, N.Y.
RECORDERS:	Felicia Supczak, Del. (written)
	Dan Hamm, N.Y. (oral)
	Joyce L. Green (typist)

MEMBERS:

Mrs. Thelma Drakes (Trenton, N.J.)
Mrs. V. Madge Haynes (Montclair, N.J.)
Mrs. Anna Richardson (New Castle, Del.)
Miss Felicia Supczak (Wilmington, Del.)
Mrs. Marion Woods (Wilmington, Del.)
Mrs. Regina Simms (Rochester, N.Y.)
Mrs. Lula Wilkerson (Syracuse, N.Y.)
Mrs. Phyllis H. Britton (Harrisburg, Pa.)
Miss Joyce L. Green (Pittsburgh, Pa.)

WE BEGAN WITH CLARIFICATION OF IN-SERVICE

IN-SERVICE IS:

1. Means to obtain new ideas
2. Means to obtain needed credit
3. Human relations and urban technology
4. The solving of current problems
5. Setting local goals and implementing them
6. Follow-up with teachers (on-going process)
7. Focus on grade level and subject–matter area
8. Better preparation for programs
9. Teacher's role in planning and preparation of in-service: (i.e., committees, etc.)
10. Community involvement
    a. organizations
    b. aides, para-professionals
11. Pupil involvement in preparation
12. Methods used go beyond lecture, etc.
    a. exchange of ideas
    b. demonstration centers
    c. closed circuit television for observation and self-evaluation
    d. role-playing by teachers (i.e., new texts, new programs)
13. Effective means of communication between teachers and administrators
14. Indoctrination of programs in curriculum change
15. Study and examination of texts, programs, and materials
16. Involvement of administrators in planning, participation, execution, and implementation
17. In-service for substitute teachers
18. State, local and college coordination

19. Some programs set up for certification; some for special needs, interests and enrichment

20. Special in-service for "new teachers"

21. Redefine role of teachers

22. Use of available research in planning in-service and in supporting in-service programs

23. Evaluation for "self-improvement" and evaluation for pupil-learning.

1. Define Problem

2. Restraints to Solving

3. Recommendations – State and Local

IN-SERVICE DISCUSSION

I. WHO

- A. Teachers (-20-17-9)
- B. Administrators (18)
- C. Community (10)
- D. Pupils (11)
- E. Aides and Para-Professionals

II. WHAT

- A. Human Relations and Urban Technology (3)
- B. On-Going Activity (6)
- C. Grade Level and Subject Area (7)
- D. Indoctrination of Programs and Curriculum Change (14–15)

III. HOW

- A. Involvement of Administration (16)
- B. Methods Beyond Lectures (12)
- C. Follow-Up: On-Going (6)
- D. Use of Research (22)
- E. Self-Evaluation and Pupil Learning (23)

IV. WHY

- A. Means to Set Up New Ideas (1)
- B. To Obtain Needed Credit (2–19)
- C. To Solve Current Problems (4)
- D. To Set Local Goals (5)
- E. For Better Preparation (8)
- F. For Better Communication Between Administration and Teachers (13)
- G. To Redefine Role of Teachers (21)

FORCE FIELD ANALYSIS:

(Because of limited time, this analysis was done only on the WHO aspect of IN-SERVICE)

I WHO ---- MAXIMUM PARTICIPATION AND INVOLVEMENT OF ALL

A. CONSTRAINTS:

1. No Planning or Release Time
2. Negative Attitudes
3. Lack of Communication
4. Poorly Planned Workshops
5. Teacher Isolation
6. Other Commitments
7. Exclusion of Community Organizations
8. Lack and/or Misuse of Funds
9. Personal and Group Conflicts
10. Ignorance of Outcome or Results
11. Lack of Incentive
12. Role Inflexibility
13. Lack of Participation in Planning
14. Irrelevance

B. FACILITATORS:

1. Incorporate all agencies in Planning
2. Emphases on Importance and Need
3. Publicize the Importance and Need
4. Better use of Federal, State and Other Resources Including Funds
5. Better Communication Between all Parties
6. Time–Proper Scheduling
7. Change Role of Administrators
8. Tool for Evaluation–Finding to be Dissemated–A Feedback
9. Adequate Preparation of Participation
10. Human Relations
11. Relevance

C. RECOMMENDATIONS:

1. State departments should find out local needs for in-service programs.
2. Local districts should determine resources of state department, local and federal.
3. Incorporate all agencies (teachers, administrators, pupils, aides, paraprofessionals, etc.) in planning of in-service programs.
4. Publicize importance, purpose and program; prepare participants.
5. Conduct an in-service program on human relations.

II. WHAT

A. RECOMMENDATIONS:

1. Teachers should be given the opportunity to study new programs in curriculum before adoption.
2. In-service workshops that will instruct teachers of content and methods of teaching new materials that are introduced to the curriculum.
3. In-service workshops will be organized according to a variety of patterns:
   a. grade area
   b. commonality of problems
   c. subject matter in order to be most effective
4. In-service workshops will be organized to include:
   a. sensitivity training
   b. racial and ethnical understandings
   c. group dynamics and problem solving
5. An overall plan for an in-service workshop will be created by the local school or district for progression, continuity and relevance to the local school or district. Each session will result in a commitment to action and follow-up activities.

III. HOW ---- ADMINISTRATOR

A. RECOMMENDATIONS:

1. State and local districts should establish a policy requiring active participation by administrators and active participation in in-service training.
2. State and local administrators must take a more active role in planning and implementing in-service programs;
   a. they must find out the needs of local school districts and
   b. then come together and share information on related problems.
3. Teacher organizations and other teacher groups should encourage the administrator to become more aware of his role or his importance in the planning and implementation of in-service workshops.

B. METHODS:

1. In-service training must be more practical and emphasize teaching tools and techniques that will relate educational activities to the culture of the committee:
   a. through classroom visitations
   b. demonstration labs
   c. visual aids

C. FOLLOW–UP–ON GOING:

1. Each program for in-service education must have immediate follow-up to evaluate materials and methods presented:
   a. by questionnaires
   b. through follow-up meetings
   c pupil-learning evaluation
   d self-evaluation by teachers

D. USE OF RESEARCH:

(Limited time prevented development.)

IV. WHY:

A. RECOMMENDATIONS:

1. Some of already available in-service time be used to discuss and determine local needs and goals.
2. Time be used to evaluate existing or past in-service programs.
3. Re-examine and redefine the role of the teachers.
4. Provide a number of hours for in-service programs on a regular basis: every 2 weeks or once a month, which would qualify participants for two or three credits by the end of the year.
5. Provide release time to discuss current school problems and possible solutions:
   a. one hour early dismissal
   b. four hour sessions
6. Incorporate in-service program into the daily classroom routine.
7. List priorities of local goals.
8. Recommend that participants of the effective teachers conference form an advisory committee of one teacher from each school in each district for hiring new teachers.
9. Recommend that a questionnaire for hiring new teachers be developed by the above advisory committee.

THE FOLLOWING ARE OUR RECOMMENDATIONS SUBMITTED ACCORDING TO STATE, LOCAL AND TEACHER PRIORITIES.

STATEMENT OF PROBLEM:

CHILDREN ARE NOT LEARNING ENOUGH BECAUSE: THERE ARE NOT ENOUGH EFFECTIVE TEACHERS: SCHOOLS AND ADMINISTRATORS ARE NOT EFFECTIVE: IN-SERVICE PROGRAMS ARE NOT EFFECTIVE: STATE DEPARTMENTS ARE NOT PROVIDING THE RIGHT KIND OF GUIDANCE AND SUPPORT.

WE DEMAND A CHANGE IN IN-SERVICE PROGRAMS!

STATE PRIORITIES:

1. The five chief state school officers and state boards of education will, by September 1, 1971, have drafted legislation for introduction in the next state legislative session, which sets aside 3% of the state per-pupil aid expenditure to be spent on in-service education by each district in the state.
2. By June 30, 1971, we demand 5 full days release time and 5½ days release time for in-service workshops.
3. State Education Departments will by. June 30, 1972, have all districts in the state, submit a detailed plan for in-service education and training. Such plans will include scheduling, funding sources, subject areas to be covered, and a planning process which includes evidence of participation by teachers (collective bargaining agents), administrators, supervisors and community groups.
4. State Department of Education must set up councils on which teachers are members to advise, evaluate and plan in-service programs. (Special consideration be given to the teachers from this Effective Urban Teachers Conference.)
5. By June 30, 1972, each state must establish an Urban Education Resource Center to originate, collect, and dessiminate to the appropriate teachers or groups effective curriculum and in-service programs, content and methods.

LOCAL PRIORITIES:

1. By June 30, 1972, the state education department will mandate the inclusion of human relations in in-service programs to promote racial, ethnic, and religious respect. At least two in-service days per school year must be devoted to human relations of which one, at least, will be held in September.
2. Local districts will plan a series of workshops modeled along the lines of the Effective Urban Teachers Conference to recommend school policy and structure changes, with participation by conference members.
3. Local school districts and schools within them must by June 30, 1972, develop, procedures for establishing problem areas, needs, and goals for in-service education as part of the planning this procedure must include participation by teachers, administrators and community groups.
4. Teachers, administrators and community organizations will decide on scheduling release time by June 30, 1971.

TEACHER PRIORITIES:

1. After this meeting, schedule meetings with Superintendent, principals, staff and board of education after May 7, 1971.
2. Send telegram or letter to respective teachers organizations alerting them to our needs.

CURRICULUM GOALS and REFORMS

New methods and successful present methods relative to basic skills should be devised by the cooperation of all available parties–local, state, community and teachers–to meet the specific needs of the urban child.

Catherine E. Cole
Recorder

CURRICULUM GOALS

PROBLEM: Present curriculum of the urban school is not meeting the needs of the urban child

CONSTRAINTS: A. Lack of finance

B. Imposed curriculum

C. Lack of knowledge and initiative to use what is available.

SOLUTIONS: A. Lack of finance

1. Teacher and community representatives should be involved in making up budget on the school and community level.

2. Information of available funds should be made accessible to the classroom teacher. Trained federal co-ordinators should also be readily accessible to the classroom teacher.

3. There should be a working relationship with the state board of education and social service agencies to establish funding to the home community and school needs.

4. All levels should be held responsible for reporting and recording expenditures.

B. Imposed curriculum

1. Teachers, the community and administrators should be involved in the designing of a local curriculum which is flexible enough to meet the needs of individual schools.

2. There should be more meaningful in-service training and community workshops in curriculum planning and utilization of curriculum guides.

3. (a) Teachers should be knowledgeable about the utilization of available multi-media materials and outside resources.

(b) Teachers should be trained in methods for selecting and designing new methods.

4. Teachers, the community and the administration should continually evaluate, revise, approve or reject curriculum guides.

5. Observations and publications of teachers innovated techniques and new methods should be used to achieve a variety of means in reaching curriculum goals.

6. There should be more effective utilization of I.Q.'s and revised standardized tests.

C. Lack of knowledge and initiative to use what is available.

1. Differentiated staffing could be implemented in the schools. This would include team teaching, head or master teacher, buddy system to pair up a new teacher with an experienced one and utilization of outside community resource people in order to achieve a better working relationship among the school staff.

2. There should be more meaningful workshops dealing with pertinent issues affecting the school that deal with the use of available good ideas.

3. Monthly publication displays and catalogues of already available materials and their location should be accessible to teachers.

4. There should be available school time for planning and classroom visitation.

CURRICULUM REFORMS

WE WANT:

1. More effective testing for the urban child or no testing at all.

2. To set up a program in which the children can become actively involved in the improvement of the environment in school and the community.

3. A wide range of experience and more inter-personal relationships through group experiences in the cross-cultural background of man.

4. To foster self-respect in children by giving them more responsibility in learning.

5. Acquisition of already published materials and publication of materials created by the people in the district which recognizes the multi-ethnic composition of our urban areas.

6. More individual programs which meet the urban child's needs and by which each child can work on his own level.

7. A variety of textbooks updated and geared to meet the needs of the urban child. This would include the use of basic everyday vocabulary.

8. Our children to experience a more practical side of education. Programs such as The World of Work, Junior Achievement, 4-H Clubs and Student Repetoire Clubs are to become a part of the basic urban city curriculum. More field trips in the area of Social Studies are also to be incorporated in the program.

9. The children to be guided through a sequential program which teaches the basic skills in reading, creative writing, and math. No child should continue on the next level until he or she has mastered the previous skill to the best of his or her ability.

10. To set up a better Primary Program that will give children a variety of experiences which will better prepare them to learn the basic skills.

11. Teachers to be allowed to determine which specific visual aids they want included in the budget rather than wholesale distribution of materials to teachers. In-service use of the aides should be provided.

12. Differentiated staffing designed to provide more individualized instruction and closer teacher-pupil relationships.

IMPLEMENTATION

1. Send recommendations to superintendents and curriculum co-ordinators in the city.

2. Send recommendations to book publishers.

3. Each conference participant agrees to meet with the local superintendent on conference recommendations and report to the CTC by May 17, 1971.

4. CTC should report the results to conference participants, superintendents and states by June 30, 1971.

5. Teachers and state people meet with superintendents to review recommendations.

EVALUATION AND SUPERVISION OF TEACHERS AND ADMINISTRATORS

DEFINITION OF EVALUATION: Gathering meaningful information to make decisions.

PROBLEM STATEMENT: Evaluation system for purposes of selecting, training, upgrading and rating urban teachers is presently not adequate, therefore a more efficient set of procedures should be implemented.

We see the following as constraints encountered in attempts to solve the problem: (listed in order of importance).

A. Poor job goal description and poor selection of evaluator. We feel that this one constraint was all inclusive to our other problems.
B. Poor methodology for evaluation of teachers especially when it does not include evaluators' understanding of pupils' attitudes, behaviors, motivations and accomplishments.
C. The evaluator's load is too large.
D. There is no evaluation of tenured teachers.
E. The evaluator is reluctant to make negative decisions.
F. The evaluator is appointed through political influence and the evaluator lacks successful teaching experience.
G. Lack of good human relations.
H. Shortage of teachers.
I. Plan books.

The role of the evaluator should include: (spread through workshops in schools)

A. The job is a continuous process.
B. Evaluator should be involved in evaluating programs, pupils as well as teachers and principal.
C. Evaluator should be involved (aware) of/in total education process, including people and curriculum.

ACCOUNTABILITY: The evaluator reports to the principal and the committee who hired him.

FUNDS: Turn around presently misused funds. Increase additional start-up funds.

This committee recognizes that the Principal is the key person who creates the climate in which an evaluator and staff can work effectively.

CHARGE TO COMMISSIONERS: Create a working committee of local school boards, local school superintendents, present evaluators, teacher trainers and state education departments. This working committee should recommend to the 505 urban teachers committee in 5 months the following:

A. Guidelines for job description of evaluators at local level.
B. Guidelines for possible certification of evaluators.
C. Reaction to possibility of mandating positions of evaluators.

PRE-SERVICE EDUCATION

FACILITATOR: Leann Miller, Pennsylvania Department of Education

MEMBERS:
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Dr. William Donny, Pennsylvania Department of Education
Yvonne Evans, New York
Isola Brown, Pennsylvania
Sandy McCabe, Pennsylvania
Bill Bickel, Pennsylvania
Linda Lehman, New York
Joyce Peaco, Delaware
Dr. Elizabeth Lloyd, Delaware Department of Public Instruction
Judith Lips, Delaware
Catherine LaRosa, New York
Jean Blackford, New Jersey
Richard Hanusey, Pennsylvania (Superintendent, District 5, Philadelphia)
Mattie Sutton, New Jersey
James Scruggs, Connecticut Department of Education
Alyce Keefe, New York
Ward Sinclair, New Jersey Department of Education
Leann Miller, Pennsylvania Department of Education

PRE-SERVICE EDUCATION

I. PROBLEM: Teachers coming into urban schools are not properly prepared.

II. CONSTRAINTS: Lack of coordination and communication among school districts, universities and state departments in attacking this problem.

Lack of properly prepared personnel at all levels.

Lack of funding.

Lack of real commitment by all involved to affect change.

Resistance to change by present university faculty and administration by the university as an institution.

Difficulty in structuring community involvement.

Lack of uniformity of teacher education patterns and certification procedures.

Lack of individualization of university programming for students.

III. SOLUTIONS: This very broad problem area was narrowed to critical sub-topics and recommended actions are proposed in each of four key categories.

A. Graduated Program of Direct Experiences

The committee strongly recommends that Departments of Education direct their full resources toward the establishment in applicable colleges and universities of field experience/course work urban teacher education programs, such as the one presented here, within the next two academic years.

Phase I–Involvement, at the earliest opportunity in the program, with urban life styles and economic, political and technological patterns through community volunteer work, coupled with a personal relationship with an urban child outside the school setting.

Phase II–Involvement in the classroom as a helper or volunteer with few classroom responsibilities, stressing personal interaction with students in that particular school.

Phase III–Conducting classes as an associate teacher, building greater academic responsibilities, skills in classroom management, relationships with parents and community and coordination among the cooperating teachers, the student himself and the coordinators or administrator.

Phase IV–Serving one-year as a probationary teacher with continued supervision and support by both university and school district. Evalutation at this year's end should be a cooperative effort of the community, the school district and the university.

Required courses work should include:

1. Seminars and lab designs oriented towards full understanding of the experiences accrued in the direct experiences program and

2. A broad range of methods, urban technology, educational philosophy, etc. courses based on developing the following characteristics:

   a. Understanding of the urban community
   b. Knowledge of community resources and agencies;
   c. Valuable use of communications skills;
   d. Skill in urban classroom management;
   e. Understanding of the hierarchy of students' needs;
   f. Ability to work with children and
   g. Willingness to share responsibility, ideas and authority.

B. Preparation of Cooperating Teachers

1. University/district programs should provide specific training in skills required for managing student teaching experiences.

2. Selection should be based upon willingness, competence and joint acceptance by the district and the university.

3. More in-depth interaction should be planned among university personnel, administrators and cooperating teachers on an equally shared responsibility basis.

4. Cooperating teachers should be involved in developing effective evaluation techniques for self and student teacher.

5. Cooperating teachers should be appropriately compensated for their services.

C. Preparation of University Faculty involved in Urban Teacher Training

1. University faculty should have joint appointment, i.e., work assignments in both school districts and university.

2. Faculty should take sabattical leave which requires full-time teaching in public inner-city schools.

3. Recruited faculty should have urban public school experience and an understanding of the dynamics of the urban community.

4. Internship in an urban setting should be required prior to assuming instructional duties.

5. Faculty should demonstrate proficiency in various teaching techniques.

D. Role of School Administrators in Urban Teacher Training

1. Administrators should assist university personnel and cooperating teachers in planning the Direct Experiences Program (see III, A)

2. The administrator should exercise leadership in establishing a climate of trust and shared responsibility based upon mutual understanding of goals.

3. The administrator should assist administrative colleagues and university representatives in the selection of cooperating teachers.

4. The administrator should participate actively in the orientation of the student teacher to the total school philosophy and program.

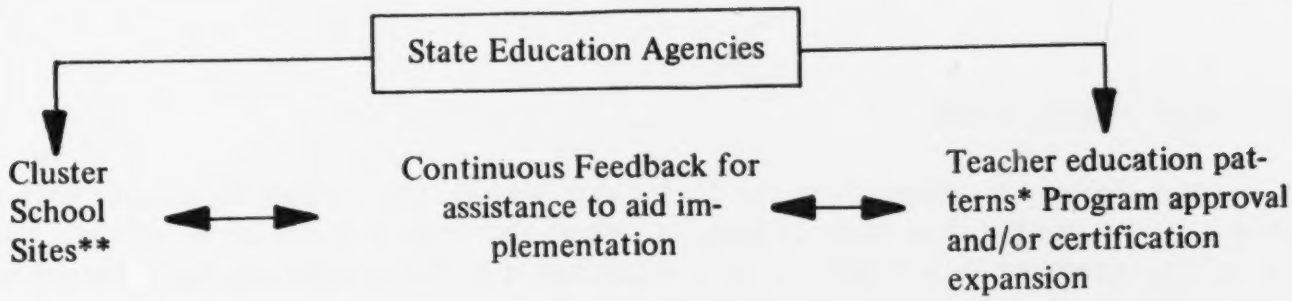
5. The administrator should participate in the evaluation of the student teacher's performance.

PRE-SERVICE EDUCATION

The committee strongly recommends to the Chief State School Officers that the actions proposed in the sub-group report be initiated as soon as possible. Where the state department of education is not in a position to implement an action directly, it is requested that the department use influence to persuade other appropriate levels of the educational hierarchy to initiate the suggested action.

As a supplement to the formal report, two models are presented here as comprehensive projects which, the committee feels, can insure the establishment of an effective urban teacher preparation program. Both models are based on the assumption that the state departments are concerned with inner-city problems and will initiate and coordinate the projects.

I. "Effective Pre-Service Training" Model


State Education Agencies
Cluster School Sites**
Continuous Feedback for assistance to aid implementation
Teacher education patterns* Program approval and/or certification expansion

*For an explanation of the change in teacher education patterns, see formal report, Part III, A.

**Detailed below.

Cluster School Sites

A. The state department of education would assume the responsibility to establish a state planning group for each appropriate urban area or one pilot area

1. Membership

   (a) Urban teacher conference participants and
   (b) Appropriate state education department officials; urban education specialists, teacher education specialists, human relations specialists, planning specialists, etc.

2. Responsibilities

   (a) Initiate, coordinate and facilitate the formation of a cluster site and its cooperative council consisting of school district, university, teacher organization and community representatives

      (1) The cluster site can be defined as a group of elementary schools or a high school and its elementary and junior high schools,

      (2) The cooperative council will have the responsibility to develop a pre-service program including the elements outlined in the formal report, Part III and

      (3) Facilitation of plans at the state level could include: modification or expansion of certification; provision of salaried coordinator position for the local level; acquisition of special resource funds; provision for added released time for planning group and council activities.

(b) Provide the services of an on-site director, coordinator as supervisor who coordinates the activities of the university, students, state and districts.

(c) Continue to facilitate council recommendations with gradual movement to a resource role for council and cluster.

(d) Develop a cooperative evaluation program involving the council, the state planning group and any outside resources necessary.

(e) Develop a follow-up program for continued contact, feedback and support of teachers trained at this site.

II. "Task Force" Model

A. The state department of education would assume the responsibility to establish a task force composed of the following personnel:

School District	SEA	University
Administrators Teachers and Organization Community (Power Structure) Board Members	Specialists in: urban education research curriculum development planning teacher-certification	Deans or directors of school of education Student placement personnel Student teacher supervisors (Policymakers only)

1. Responsibilities

a. Assessment

(1) Set a period of time and
(2) Evaluate current programs preparing new teachers:

(a) How administrators feel about the quality of teachers being prepared by the university,
(b) How teachers feel regarding the program that prepared them for teaching,
(c) How the community percieves the quality of teachers in terms of dedication, commitment, preparation, competence,
(d) How student teachers feel about schools they service during student teaching days and
(e) What relationships exist between district and state, district and university, state and university and what constraints exist in these relationships.

b. List assumptions based on the assessment, for example:

(1) Changes are necessary in the way college professors are trained,
(2) Changes are necessary in the way urban teachers are trained,
(3) Changes are necessary in the way urban administrators are trained,
(4) Changes are necessary in the way cooperating teachers are trained,
(5) Course offerings should be examined and recognized and
(6) More direct field experiences are necessary for professors, administrators and teachers.

c. List recommendations for specific changes, for example:

(1) Professors should spend two days per month in the district,
(2) Supervisors should be based full-time in school districts,
(3) Administrators and teachers should be retrained through continued inservice, and
(4) Communities should participate more actively in school activities.

d. Monitoring

(1) Continuous monitoring should be done by an independent service agency or a council team.

APPENDIX A
PARTICIPANTS

CONNECTICUT

SCHOOL DISTRICT	*SUPERINTENDENT*	*TEACHERS*
Bridgeport	Howard Rosenstein	June Soars Patricia Trench
Hartford	Medill Bair	James Brophy Louise Holloman
New Britain	Ralph M. Gantz	Ralph Harris James Rhinesmith
New Haven	Gerald Barbaresi	William Girasuolo Cynthia L. Jones
Stamford	Joseph B. Porter	Rita Jackson Gilbert Vincent
Waterbury	Michael F. Wallace	Louis Del Croce Thomas Fenton

DELAWARE

SCHOOL DISTRICT	*SUPERINTENDENT*	*TEACHERS*
De La Warr	Harry Eisenberg	A. Ruth Brown Elaine McKay Anna Richardson Felicia Supczak Phyllis Tacik Marion Woods
Wilmington	Gene A. Geisert	Mildred M. Cooper Bryant Horsley John Kane Judity M. Lips Joyce Peaco James P. Powell

NEW JERSEY

SCHOOL DISTRICT	*SUPERINTENDENT*	*TEACHERS*
Atlantic City	Jack Eisenstein	Catherine E. Cole
Camden	Charles Smerin	Jeanne Benson
East Orange	Russell A. Jackson	V. Madge Haynes
Elizabeth	John E. Dwyer	Mattie V. Sutton
Hoboken	Thomas F. McFeely	Esther Rooney
Jersey City	Robert A. Coyle	Joan C. Williams
New Brunswick	Morris F. Epps	Jean Blachford
Newark	Franklyn Titus	Elouise May
Paterson	Michael Gioia	Fred Sullivan
Perth Amboy	Anthony V. Ceres	Myrna Mazer
Trenton	Ercell I. Watson	Thelma Drakes
Union City	Fred Zuccaro	Catherine La Rosa

NEW YORK

SCHOOL DISTRICT	*SUPERINTENDENT*	*TEACHERS*
Albany	James T. Hepinstall	Mary Townsend Thomas Van Buren
Brooklyn	Harvey B. Scribner	Mamie Ananias Ann Hoolahan
Buffalo	Joseph Manch	Yvonne Evans Alyce C. Keefe
Rochester	Herman R. Goldberg	Minnie Harris Regina Simms
Syracuse	John T. Gunning	Linda Lehman Lula Wilkerson
Yonkers	James Gallagher	Paul Josephson Martin O'Keefe

PENNSYLVANIA

SCHOOL DISTRICT	*SUPERINTENDENT*	*TEACHERS*
Chester	John J. Vaul	Isola D. Brown
Erie	Robert J. LaPenna	Agnes Diehl Phillip Rewers
Harrisburg	David H. Porter	Phyllis H. Britton
Philadelphia	Richard D. Hanusey (District No. 5)	John Geronimo
Pittsburgh	Louis J. Kishkunas	William Bickel Joyce L. Green Sandra A. McCabe
Reading	Ralph C. Geigle	Gail E. Ekstrand
York	Charles H. Walters	Sidney A. Frye

APPENDIX B

REVIEW OF LITERATURE – URBAN EDUCATION

The apparent discrepancy between the values of middle class teachers and low income "culturally disadvantaged" children has led to a theory of culture conflict (Davis, 1940). This theory suggests that differences in values lead to classroom situations which are inappropriate for low income children.

Lower class families foster feelings of confusion and anxiety in their children because of strong maternal domination in the home and little concern for emotional need according to an extensive review of urban education literature (Cliffford, 1964). The peer group often replaces the family as the lower class child's primary group. These children develop their own language pattern which makes teacher-pupil communications difficult.

Because teachers cannot understand or appreciate the values of low income children or because these values are in conflict with traditional educational goals and methods, little education takes place and teachers are demoralized. Presumably the attitude of middle class teachers toward disadvantaged children is unfavorable; either by cause or effect (Faunce, 1969). Based on this presumption, Faunce conducted a study of elementary teachers in Minneapolis to measure differences in attitudes toward disadvantaged children held by teachers considered not effective.

Hanachek (1969) states that while there is no one best kind of teaching because there is no one kind of student, there are clearly distinguished characteristics associated with "good" and "bad" teachers. Brain (as reported by Randolph, 1968) indicates that although it is known that certain teachers are more effective than others, there is a lack of agreement on the criteria to be used for evaluating their effectiveness. However, Gage (1965) concluded that a review of the literature allowed for selection of five global characteristics which seem to be components of effective teaching. The five he selected were (1) warmth. (2) cognitive organization, (3) orderliness, (4) indirectness and (5) problem-solving ability.

As a result of the Minneapolis study (Faunce, 1969) it was revealed that there was a marked discrepancy between attitudes of successful and non-successful teachers of lower class black children. It was found that the effective teachers displayed empathy and commitment to teach disadvantaged children, were generally more experienced in teaching this kind of student and felt that their students have been wronged by society. The non-effective teacher tended to be prejudiced and to ignore the physical deprivations students faced.

Hanachek (1969) indicates that research is teaching us many things about the differences between good and bad teachers and there are many ways we can put these research findings into our teacher-education programs. However, teacher education programs have been studied more than researched and evaluation has been minimal rather than under controlled experimentation, but the trend appears to be toward more scientific inquiry (Stiles and Parker, 1963).

Data from a survey of ten major teacher training institutions show that they are not realistically facing the problem of providing quality teachers for urban youth. A review of some preservice training programs points to the need for teacher educators to improve their knowledge of and attitudes toward disadvantaged youth (Green, 1967). While many teacher educators are "concerned," judging from the endless talk and literature on the disadvantaged, the number who are willing and/or able to put their words into deeds is not

large. Their knowledge of urban school conditions, depth of personal commitment, the ratio of swingers to ritualists, the viability of university-school system relationships and the degree of administrative support are but a few factors that will determine how effectively any given teacher preparation program will succeed (Wisniewski, 1969).

Teachers and school administrators, many of whom come from a middle income and small community origins, must be provided with broader knowledge of special problems and backgrounds of children who live in congested, lower income sections of large cities. Therefore, universities and colleges must modify and strengthen programs of preparation and retraining for teachers and administrators (Ury, 1969). If teachers are to be prepared realistically for service in urban schools and teacher preparation institutions must cooperate in the development of training programs (Campbell, 1969).

Ornstein (1968) reports that while many authorities (Conant, Friedenberg, Passow, et. al.) suggest that urban teachers are frustrated, apathetic and ineffective, the problem may be one of proper selection and assignment of teachers in urban situations. He poses the question, "Does anyone want to teach in a slum school?" The National Education Association (NEA, 1965) suggest that the core of the urban education problem may be in the assignment or misassignment of teachers according to their preparation for urban education. And, Schiff (1967) reports that the sooner we face the problem that urban areas are not suburban and urban teachers must reflect those ideals and characteristics which are necessary for effective urban teaching, the sooner we can come to grips with those steps necessary for effective preservice identification and selection of potential urban teachers.

The "Great Cities" program states that its central hypothesis is that urban education problems can be effectively and economically solved by the development of new programs and modification of existing programs which are adapted to the needs of urban children, utilize different organizational patterns, proper selection and assignment of teachers and community involvement (Marburger, 1962).

Numerous programs have been conducted for the purpose of identifying characteristics of effective urban teachers, designing new programs for preparing potential urban teachers or retraining existing urban teachers and improving the teacher selection capabilities of urban administrators (Heath, 1969; McFadden, 1970; Bowman, 1970). Although these and other project results indicate very significant success in improving urban teacher preparation, they conclude that there is a great need for continued investigation and experimentation in the area of urban teacher characteristics, preparation, selection and assignment. Bowman (1970) suggests that related or replicative research activities in the above concerned areas should be supported locally, at the state level and through federally sponsored programs.

In view of the overwhelming problems faced by our urban schools, the findings and recommendations of numerous research projects and the expressed concern of the USOE, state departments of education, urban educators and urban residents, it would appear vitally urgent for state educational agencies to actively involve themselves in initiating, coordinating and evaluating efforts to provide some relief for these problems. Through intrastate and interstate cooperation carefully planned utilization of staff, the state educational agency can provide the needed leadership, coordination and technical assistance which is so urgently necessary.

R.I.S.E. Bibliography
on
Need for Evaluation of Characteristics of Successful Urban Teachers

January, 1971

Symbol indicates type of printout included:

AB – abstract
EX – excerpt of material

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